Clc96000434 (cont.)

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LIBRARY OF CONGRESS 0 029 767 191 1	1728	11	PZ63.B8Z9 no.1-11 (1947–1957)
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	1731	13	PZ63.B8Z9 no.1-13 (1947–1963)
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LIBRARY OF CONGRESS 0 027 266 252 6	1724	17	PZ 44.3 no. 1-3 (1955) PZ 63.B8 Z9 no. 4-17 (1947-1949)

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Детгиз – 1961

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Ленин и дети

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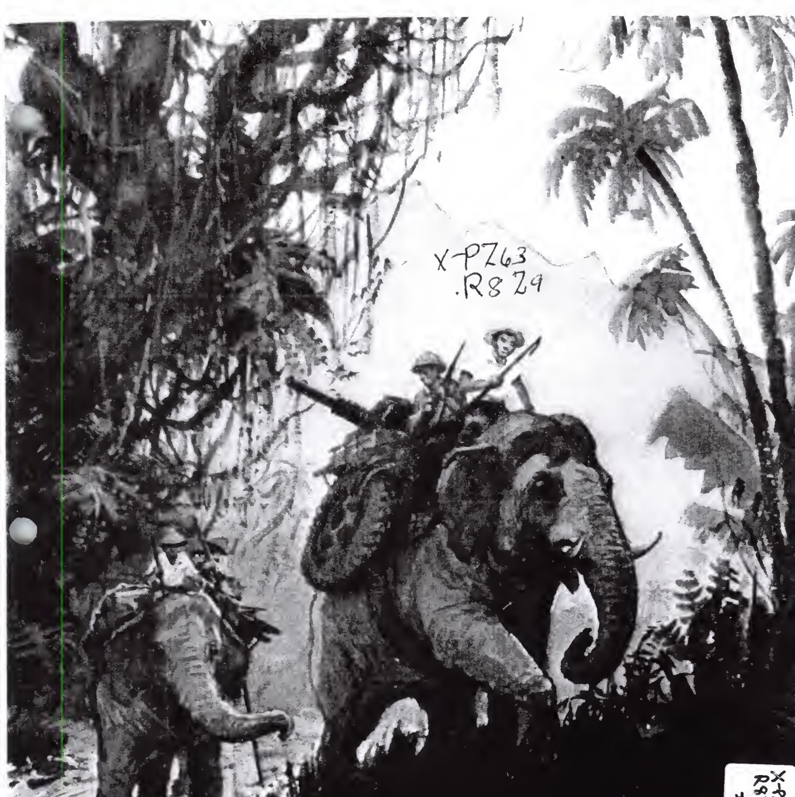

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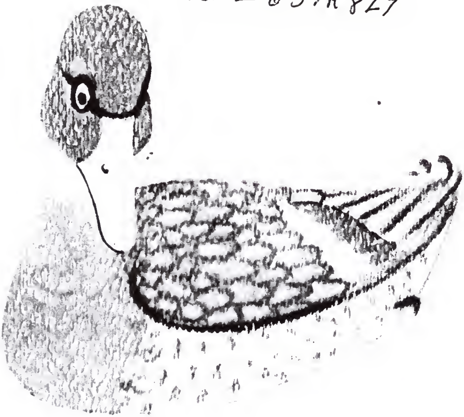

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ИЗДАТЕЛЬСТВО
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1962

SCHOOL ACTIVITIES AND THE LIBRARY

published by the AMERICAN LIBRARY ASSOCIATION, CHICAGO 11, ILLINOIS

The Library in the Elementary School—Key to Increased Learning

By M. C. Bowden

Dr. Bowden is Principal, Cassis Elementary School, Austin, Texas.

It is the right of every child and young person in a democratic society to have the resources of learning easily accessible, primarily because these resources and the school library program that implements their use constitute a fundamental part of the education of youth.[1]

Elementary teachers and principals have a most challenging, responsible, and rewarding position in American education. The role is a challenging one because limits have not been found to what children can do under wise guidance and stimulation; responsible because it is during the early educational experiences that patterns of thinking are established and enthusiasm for learning is kindled. The reward lies in the oportunity for initiating and motivating the formal educational careers of children and in laying the foundation upon which others may build.

Because the product of the elementary school has not always been ready for advanced levels of performance does not mean that this level of schooling should lower or narrow its goals and aspirations for children. Rather, there is a need to look critically at what we are doing with and to children. Teachers and leaders will look constantly for fresh ways of stimulating pupil learning and interest in education. New and more efficient methods of teaching fundamental skills should be the concern of teachers and principals. Experimentation, under carefully devised controls and measured results, offers promise to those seeking better answers for problems involved in seeking better ways of educating children. Scientists and specialists in the subject fields, realizing the prime importance of education at the elementary level, are beginning to team up with elementary teachers to produce stimulating results in learning and ways of looking at teaching. Results of such experimental ventures are important in two ways: teachers are finding new frontiers in subject content and the scientists and specialists are discovering new ways of working effectively with children.

Certainly new ways are required to make the American elementary school a more effective instrument in the education of children. Practices need to be designed to free all children from an otherwise mediocre program of instruction; a general up-grading of content and method is a pressing need. Modern media of instruction and the presence of more stimulating out-of-school environments make old methods and materials out-of-date, while set blocks of fixed content seem extremely limiting to average-to-bright children. Children not only require mastery of the tools of learning—reading, writing, and arithmetic—but effective methods of locating and using the tremendous amounts of information available to them. The modern pupil must be able to read rapidly and get main ideas, and he must have various points of view available to him if he is to arrive at sound conclusions. The scientific age has brought schools into realization that children have need for skills in arriving at facts and means of weighing evidence and forming valid conclusions. In idealogical battles, these tools are essential. The widening needs and interests of children and the complexity of subject content outmode the single text or one source of information. Our motive for this quest for new power in teaching is not just to get ahead of our world rivals but to develop the best in American citizens.

If the American elementary school is to assume the role of developing the full potential in children, and if the school is to make them "creative, informed, knowledgeable, and within their years, wise,"[2] it follows that the schools must have the talented personnel and the necessary materials to do the job. This brings us immediately to the centralized library collection—the materials center in the elementary school. The centralized collection provides an organized, efficient, and economical means of providing materials for children. The word, "materials," expresses more accurately what one might visualize than "books" or "libraries." Materials centers will include books—informational, recreational, and inspirational ones, but it will also include more than these. It will include magazines, pamphlets, and other ephemeral material; filmstrips and films; good listening records and tapes; maps, globes, and atlases; encyclopedia and source materials. An adequate materials center or elementary school library will provide access to human resources, to community resources, and to other libraries or collections.

Elementary libraries should be efficiently operating establishments with collections organized and catalogued for children's use. These youngsters should be taught early in their school experience to locate information within the library and within the resource selected for use. The ability

[1]American Library Association, American Association of School Librarians, *Standards for School Library Programs* (Chicago: American Library Association, 1960), p.7.

[2]*Ibid.*, p.4.

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